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Word Wizard Ch. 17

Question 1

* Remembering
  + The book refers to fractions with denominators of 10, 100, 1000, and so on as what?
  + Base-Ten fractions

Question 2

* Understanding
  + Explain why students should make concept-oriented translations when connecting fractions and decimals.
  + It has to do with the construction of the concept that both systems

Question 3

* Applying
  + What is the correct order from least to greatest
    - 0.36, 0.058, 0.375, 0.4
    - 0.058, 0.36, 0.375, 0.4
    - 0..4, 0.375, 0.36, 0.058

Question 4

* Analyzing
  + Compare a 10 x10 grid and a number line as connecting models.
  + They help students think of decimals in terms of familiar fraction equivalents and to make this connection in a conceptual manner.

Question 5

* Evaluating
  + In ordering decimal numbers, why is it wrong to select the number with more digits as largest?
  + Incorrect application of whole-number idea
  + Just because it is long, .03124, the 0 is less than say .23

Question 6

* Creating
  + On your piece of paper, write 5 different decimal numbers all between the 2 consecutive numbers (1 and 2, 5 and 6, etc.) Put them in order. If you are confused or having trouble, check with your table mates.